



# The Westbrook Trust

C/o Brompton-Westbrook Primary School, Kings Bastion, Brompton, Gillingham, Kent ME7 5DQ  
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## Policy On: ANTI-BULLYING

### Rationale

Trust academies have developed a 'Fair Charter' and a 'Home School Agreement'. These documents outline everyone's rights and responsibilities in the academy community. Academies are also legally required to adopt an Anti-Bullying Policy and is one of a number of policies designed to safeguard children in school. This policy complies with the Human Rights Act 1998 and the Equalities Act 2010. It has been derived from a number of documents and is updated annually according to the findings of the anti-bullying survey. The Personal, Social and Health Education Leader is the member of staff with responsibility for Anti-bullying.

This academy has high pupil mobility when compared with schools both locally and nationally. We therefore have to work harder at promoting good relationships through social education. Friendships are sometimes short-term and pupils can find themselves temporarily without a friend. This can leave children lonely and make them vulnerable to bullying.

Research shows that bullying happens in all schools, taking place mainly in the playground at the primary phase. Physical bullying is more likely at the younger age and cyber bullying is growing. We cannot guarantee that bullying will never take place but we can act responsibly by working preventatively to reduce the likelihood, and the number of incidents and by responding quickly and appropriately when it does. There is one key responsibility on parents and children that will have a significant impact on reducing the number of incidents:

### **'be a telling school'**

### Aims

- To ensure that everyone knows that all forms of bullying are unacceptable and that it is not to be perceived as 'banter' or 'part of growing up'
- For pupils to feel safe
- To ensure that pupils feel supported and confident to tell
- Deal with bullying promptly, sensitively, consistently and effectively
- Prevent and/or reduce pupil stress so that they can do their best
- Help bullies to stop bullying
- Train children to be assertive

### Definitions

Using useful guidance, this Trust has come to define bullying as:

**'actions or words that are hurtful, repeated often over time and difficult for the victim to defend him/herself against.'**

They categories of bullying as follows:

- Direct - Physical, verbal (including name calling)
- Indirect - Exclusion from groups or spreading rumours
- Racist - This includes wearing racist insignia, distributing leaflets, graffiti, refusing to co-operate with children of different race.
- Sexual - Comments, innuendoes, touching, inappropriate materials

All incidents that are confirmed by staff as bullying are recorded and they are categorised according to their type so that leaders can track acts of discrimination such as e.g. racist bullying. Repeated racist incidents or a single serious racist incident may lead us to consider whether to make contact with Social Care or the police.

Our Trust definitions, below, have been written so that children can easily understand and remember them.

### **Bullying is:**

- When someone hurts, frightens or upsets someone else on purpose more than once
- When someone knows that someone is being hurt, frightened or upset by someone and they do not tell

### **Types of Bullying**

<b>Type</b>	<b>Examples</b>
<b>Hurting</b> others or their property	Biting, punching, hitting, kicking, damaging property, hiding property, stealing
<b>Frightening</b> others	Threatening, ganging up, chasing, picking on, taking power by age
<b>Upsetting</b> others	Name calling, teasing, spreading rumours, writing notes, leaving people out, gesturing, giving looks
<b>Silence</b>	Not telling what you know
<b>Cyber</b>	Using modern technology for hurting, threatening, spreading rumours, picking on, leaving out
<b>Discriminatory (eg Racist, Homophobic, Sexist)</b>	Name calling, rude remarks, cruel 'joking'

### **Who Bullies / is Bullied?**

Everyone has the potential to be both a bully and be bullied. Because of this, all staff must be vigilant in order to identify problems and respond to them quickly. Children at risk of being bullied are more likely to fall into one of the categories below:

- Do not have close friends, are shy or over protected by their family
- Are from a different race or ethnic group
- Are different in an obvious respect e.g. stammering, disability
- Behave inappropriately e.g. being a nuisance
- Possess expensive accessories

## **Signs and Symptoms**

Victims may display symptoms such as:

- frequent absence
- anxiety and a bad temper
- loneliness or isolation
- tearfulness
- low self-esteem
- poor or inconsistent achievement
- health related symptoms such as fainting, vomiting, limb pains, hyperventilating, head/stomach aches, bedwetting, sleeplessness, and depression

## **Procedures and Strategies - Staff**

Staff will deal with incidents according to the needs of both the victim and the bully and in the context of the situation whilst consistently maintaining the policy aims. Staff will follow six key principles:

- Always respond to suspected bullying
- Never make premature assumptions - listen carefully to all accounts
- Adopt a problem solving approach
- Follow up, to check that the bullying has not resumed
- Keep parents informed
- Make a written record of the incident (SIMS Behaviour)

Usually, staff will meet with victims, their friends and the bullies to:

- Define the problem
- Identify key issues
- Consider options
- Negotiate a plan
- Agree follow up

Possible short-term solutions include:

- Finding a buddy for the victim and/or bully
- Setting ground rules which an adult can monitor
- Setting up a support / problem solving group to meet regularly
- Working with victims to avoid situations and/or respond appropriately
- Encouraging victims to tell
- Setting up some pastoral support

Possible long-term solutions include:

- Follow the behaviour policy guidelines
- Liaise with Inclusion Leader and outside agencies,
- Leadership team support and/or staff training

When to refer to a leader:

- When the incident is clearly bullying and cannot be resolved with a simple, one – off chat
- When the reported behaviour is serious
- When it seems to happen often
- When the alleged victim is clearly very upset

What the leader will do:

The Leader will hold an Anti-bullying meeting and write up what has happened using the meeting format for this policy. They will agree what will happen next using the guidance set out on the meeting format, this policy and the Anti-Bullying Reminder posters. They will inform other leaders and parents if appropriate and ensure that the things that have been agreed actually happen. The meeting minutes will be made available for whole school analysis.

### **Procedures and Strategies – Academy**

We will continue to use and further develop strategies to prevent bullying such as:

- Careful induction of new pupils
- Buddying for new pupils
- Peer mentoring or mediators
- Regular Anti- Bullying focus in assemblies and assembly file dedicated to this
- Playground buddies to encourage structured play activities
- Friendship stop
- questionnaires
- Use Boxall Profile
- Awareness raising and social training in personal education lessons
- School council
- Circle time and SEAL work
- Pastoral support
- Family support
- Providing playground games
- Obtain and distribute Anti-Bullying leaflets
- Hold parent workshops or information sessions about anti-bullying
- Participate in national 'Anti-Bullying week'
- Participate in UNICEF's Rights respecting Schools Award to teach about the Rights of the Child

The Academy's policies on behavior, e-safety, equality and child protection link closely with this policy. In certain circumstances, the academy also has a right to take action when bullying occurs outside of school. Pupils who bully often may be considered to have Additional Educational Needs and have pastoral targets to help improve their behaviour. They may also have a Personal Education Plan or a Pastoral Support Programme to encourage inclusion. In some cases, a family CAF might be put in place.

### **Procedures and Strategies - Pupils**

If children **witness bullying** they should do one or more of the following:

- Tell an adult
- Stay with the victim
- Step in and say 'no!'
- Comfort the victim
- Listen to their concerns
- Ask them to join their game
- Don't join in the bullying

If children **are being bullied** or at risk they should do one or more of the following:

- Walk away and ignore
- Say 'no!'
- Tell a trusted adult
- Find a listening ear
- Try not to show they are upset
- Don't fight back
- If the bully wants a personal item, give it to them, then tell an adult
- Avoid being alone
- Go to a playground buddy
- Don't suffer in silence!
- Don't let it go on!
- Prevent it happening again by seeking support and "telling"

### **Curriculum Support**

The Anti-Bullying Policy will be reinforced mainly through Literacy, Religious Education, Personal Education, Collective Worship, posters, circle time and School Council.

The curriculum work will:

- Raise awareness of bullying
- Encourage children to understand victims and how they feel
- Improve the way pupils manage their relationships
- Encourage pupils to consider the views of others and be more tolerant
- Promote trust, develop teamwork strategies and encourage sharing
- Develop children's ability to work together in managing conflict
- Encourage pupils to express their feelings and listen to each other
- Develop children's understanding of human rights
- Highlighting the charities and others who are available to help

### **Keeping People Informed**

- Parents will be reminded of this policy through the academy newsletter at least annually and also at their induction meeting. It is readily available on the academy and Trust websites.
- Staff will have training as part of their induction, will carry out an annual audit and take part in update training when the policy is reviewed. They will also receive training through other linked subjects such as PSHE.
- Children will discuss anti-bullying at academy and class councils and complete a questionnaire annually. See above for details of how the curriculum supports anti-bullying
- Governors / Trustees will receive data about bullying in the head teacher's report three times a year and carry out monitoring activities as agreed and delegated to them. They will review the policy annually, receive the academy newsletters and be invited to attend all training sessions. In addition, they will be encouraged to keep their personal knowledge up to date by using the National Governors Association websites.

## Monitoring

This will be done by the following means:

- Circle time discussion in class and School Council meetings
- Policy review – biennially
- Governors Meetings (with a named governor responsible for anti-bullying)
- Governor specific monitoring
- Analysis of incident records (by type – see definitions above)
- Leadership scrutiny of pupil behaviour records (scheduled to take place three times each year)
- Safeguarding audit
- Staff anti-bullying audit
- Parent questionnaires
- Pupil questionnaires
- Leadership environment audit

## Other Relevant Documents

- Pupil Behaviour
- E-Safety
- Additional Educational Needs
- Collective Worship
- PSHE Curriculum
- Equality Scheme
- Complaints Policy
- Home/School Agreement
- Fair Charter

## References

- Bullying. Don't Suffer in Silence – Anti-bullying pack for schools DfES
- Medway Council - Anti-Bullying & Harassment Policy
- Anti-Bullying Alliance materials
- Medway Children's Trust Anti-Bullying Strategy 2012 – 2014



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## Appendices

- (i) Meeting Format
- (ii) Anti-bullying Model Reminder Poster - Victim
- (iii) Anti-bullying Model Reminder Poster – Witness
- (iv) Anti-bullying Assemblies
- (v) Training PowerPoint for staff
- (vi) Training Activity – Checklist / Audit
- (vii) KS2 Questionnaire
- (viii) KS1 Questionnaire
- (ix) Mencap Questionnaire for SEN
- (x) Environment Audit
- (xi) Parent Questionnaire

<b>An initial impact assessment under the school's Single Equality Scheme has been carried out for this policy</b>	
A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary
E	Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified. PLEASE NOTE: Selecting this assessments will necessitate the need for legal advice

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